

# APPENDICES

# **APPENDIX A: VIGNETTES**

## VIGNETTES

**Vignette Meeting 1: March 7<sup>th</sup> 2012**

The class started at 9.15. *“Assalamulalaikum Warohmatrullahi Wabarokatuh. Good morning everybody.” “Walaikumsalam Warohmatullahi Wabarokatuh. Good morning, Miss”, All students replied. How are you?” “I’m fine, thank you and you?” Some students asked. “I’m wonderful, thank you. Is there anyone who is absent today? Apakah ada yang absen hari ini?” “No”, they answered. “Okay, today we will learn public signs. Have you learnt public signs? sudah belajar rambu-rambu lalu lintas belum?” “Sudah, Miss. I asked the students about public signs they knew. They mentioned No Parking, Turn Right, No smoking No entry.*

I distributed the handout. *“Does everybody get the paper? Apakah semuanya sudah mendapatkan kertasnya?” “Yes”. “Coba lihat halaman pertama. How many traffic signs you find on the picture? Ada berapa tanda lalu lintas yang ditemukan di dalam gambar?” Three, four, five”, they made a guess. I asked the students to discuss the picture in handout. They looked enthusiastic discussing the picture. “What sign is it? Ini gambar apa?” I asked all students. “Lewat sini”, one student said. “Good, how to say lewat sini in English? Apa bahasa Inggrisnya lewat sini?” “Take this way, one of the students answered. “Good, bisa take this way atau this way.” How about this picture?” Some students replied, “30 km/jam.” In English please?” I asked. “30 km per hour, they replied”. Good, you can also say maximum 30 km per hour.*

The students learn the next task. They discussed the name of signs and their meanings before listening to the recording. *“Put, nyilih kamusmu?” Asked one student from the other bench. Some were busy asking their friends about the meaning of the signs. Then, I played the recording twice. They repeated each expression after the native talked. When, I saw there was a mistake, I repeated the word and they said it together. The students laughed when I showed how to shape the mouth when saying certain words. They did not used to do that before. But, they looked happy and curious to try when saying something together. I asked whether any volunteers wanted to pronounce some expressions. No one tried. Then, I pointed some students. They were shy, but I insisted them to try first. “Roundabout /runebo/”, one student said with Indonesian pronunciation. The rest students laughed at their friends knowing it was funny and wrong. “Is it right students? I asked. Nobody that said yes or no. They were in doubt. I gave feedback for all mistakes. Many students did mistakes in saying down stairway, don’t stairway, don’t touch, currency exchange, and handicapped After that, the students matched the pictures provided with their meanings.*

The students learned the dialog about asking for and giving information. They should find those expressions in the dialog. I went around to help the students. *“Slippery ini apa bu?” one student asked. “Mana kamusnya?” I asked.*

*"Lupa bawa, Bu. "Lain kali dibawa, itu berarti licin."* After they comprehended the text, I read the dialogue as the example. They imitated after me. I asked any volunteers to read the dialogue, nobody raised his hand. Finally, I pointed some students to try and gave feedback after that.

Five teen minutes before the bell, the students played two stray two stay in a group of four. I explained the role in English, but they did not understand at all. They asked me to explain it in Indonesia. There were 18 pictures. Each group got 2 pictures. They found the meaning of the signs they had as the information they would tell to other groups. Two students in each group as a host telling the information they had, while two students visited other groups to ask the pictures they had. The class was crowded. I discussed the information they had already got. The bell rang at 10.20 a.m.

### **Vignette Meeting 2: March 13th 2012**

My colleague and I were late 30 minutes because the motorbike was broken. When the research team members came, some students were not at the class. I waited for them until the students were ready to study. The class started at 9.15 a.m. I greeted all students and explained to them why I was late. *"Who is absent?" "Nobody,"* they replied. Before the class began, I asked the students to make a name board which was placed on the desk so that I could remember their names. The class was crowded. They looked happy making the board. Not only their name on it, but also they draw their face. They should brought it in every English class. Then, I invited them to brush up the last material. I provided several pictures and showed them one by one to the students. *"What sign is it?"* I asked. *"Bundaran, Miss."* Yes, but in *English please?" It's a round"*, some students replied. *Excellent, but for more complete, you can say roundabout. Biar lebih komplit bilang roundabout"*.

*"Have you been at the airport? Apakah sudah pernah ke bandara?"* Some students nodded their heads, some said never. I asked the students by approaching the desks *"Mention some words or phrases that you can find at the airport? Bagi yang sudah pernah atau belum pernah ke bandara, kira-kira kosa kata atau frasa apa saja yang bisa ditemukan di bandara?"* some students said *"Arrival, departure, toilet, luggage, cafe, Miss"*. *"Excellent, you are right. Anything else? Ada lagi?"* All students said with Indonesian accent *"Ticket (tiket), Miss."* I corrected their pronunciation. *"Okey together, say it once more, ticket / tikit /*. All students imitated what had been said. *"How about loket tiket? How to say it in English?"* I waited them to answer, but no one knew. Nobody opened the dictionary. I explained that loket tiket is a ticket counter in English. All students said, *"O..o..o."*

The students did the vocabulary task. Few students opened their dictionaries. Then, I said with louder voice to open the dictionary, some students finally took their dictionaries out from their bags and found the difficult words. I asked them to bring the dictionary in every meeting of English class. When I went around to the students' desks, some students asked with wrong pronunciation, *"Miss, apa*

*lounge?*” I said to them to check in the dictionary, but that vocabulary was not appeared on it. I explained the meaning and corrected their pronunciation. While discussing the task, I read how to pronounce the vocabularies and asked them to imitate. Some did a lot mistakes in saying departure, ticket counter, and currency exchange.

The students worked in a group to discuss the flight schedule. I asked them to arrange the seat so that they could talk face to face. One group consisted of heterogenous students in term of their fluency. I gave more explanation about the instruction. Many students could not understand with the text. I went to their desks and helped them. The bell rang, I closed the meeting and made the task became a homework.

### **Vignette Meeting 3: March 19<sup>th</sup> 2012**

*“Assalamualaikum Warohmatullahi Wabarokatuh.” “Walaikumsalam Warohmatullahi Wabarokatuh, replied all students.” “Good morning.” “ Good morning, Miss.” “How are you doing? Most students puzzled with the question. I changed the question “How are you today? Some said fine. One student said bed mood. I approached Tika saying that she was in bed mood . “I am tired /tired/, she answered.” I asked other students which one is right /tired/ or /taʔəd/, some said /taʔəd/ then all students repeated the same words with the right pronunciation. I walked around students’ desks to check the dictionary. Some brought it.*

*“Please, put your name board on the desk, please. Okey, What have we learnt a week ago?” “About airport”, all answered. I asked some questions about it especially about vocabulary. I said it in Bahasa and they translated the words into English. While opening handout given, all students answered the questions together. Then, I pointed some students to say the word in English. “Ria, What is kedatangan in English?” she answered firmly “Arrival, Miss.” Novi, how about konter tiket?” “Ticket counter, Miss.”*

I asked whether they had done the homework about flight schedule. Some students had not finished it yet. They continued working with their group. *“Miss, ini maksudnya apa?” “Coba pahami situasinya dulu.” “Kamu ada di Jakarta dan ingin berlibur ke Lombok”, answered the student “Well done, jadi sudah paham situasinya. Sekarang lihat tabelnya, tabel pertama bilang apa?” “Keberangkatan dari Mataram, Surabaya, Yogyakarta, Jakarta.” “Good. How about the second table?” “Nah bingung, Miss.” Then, I explained “Maksudnya ini kebalikan dari tabel pertama yaitu keberangkatan dari Jakarta, Yogyakarta, Surabaya menuju Mataram.” Now, do you understand? “Yes, Miss.” Then another group from the corner came to ask me which table they should use to answer the questions.*

When all groups finished the task, I discussed it. The representative of the group answered the question. When I pointed certain group to answer, nobody wanted to try, then I convinced them I would not angry for any wrong answers and I appreciated those who wanted to try. Then, Arif raised his hand to answer the question. The members of his group clapped their hands knowing the answer

was right. Some students from various group raised their hands to answer certain questions. Some students could not express time. I explained how to read time in formal and informal way.

The students did the next task about comprehending the dialog. They underlined the difficult words and found the expression of asking for and giving information. Before they practicing the dialog, I explained falling and raising intonation. They practiced the dialog with their partner. One student asked *“Miss, ini bacanya gimana? “Seven hundre hem...” Seven hundred and fifty thousand rupiahs,* “I explained“. Another student asked, *“How to spell this, Miss?* She pointed out someone’s name on the text. I asked all students whether they could spell Marry Jones. Most students could spell it correctly. After giving enough time to learn the dialog, I asked a volunteer to perform. The previous student who asked me raised her hand. The rest students kept listening to their friends, some laughed at the wrong pronunciation. *“Any comment about Tika’s performance?* Some students said that the pronunciation of ticket and Y were wrong and the intonation either. Then, I asked a couple of pasif student to come forward. The students and I gave feedback. I asked the students to make a dialogue according to the instruction in the task. They worked in pair employing think-pair-share. Before the bell rang, I asked them to finish the task at home. I closed the meeting by asking them the material they had learnt today.

#### **Vignette Meeting 4: March 21<sup>st</sup> 2012**

I greeted all students. *“Good morning”. “Good morning, Miss.” How was your sleep?* I asked. Some students answered diffently, *“Not yet, yes.”* I translated the question into Bahasa *“Bagaimana tidurmu semalam?* Some students said *“Nice dream, mimpi buruk, bad”*. I wrote on the whiteboard that mimpi buruk is nightmare and asked them to pronounce it together. I brushed up the last material about falling and raising intonation and vocabulary they had learnt. *“Okey, who is ready for the role play? Please come forward.”* Not yet, Miss”, almost all students answered. Any question related to role play? One student asked *“One moment itu apa, Miss?”* I explained that one moment has the the same meaning as wait for a minute.

I checked the students’ works. Some students did not bring the dictionary. Some took the dictionary from the cupboard at the class. More students asked *“Miss, ntar boleh baca teks ya?” “Kalau bisa dihapal atau boleh bawa buku tapi jangan dibaca trus.” “Ga bisa e, Miss, insisted the student. “Ya dicoba dulu sebisanya. Saya kasi waktu buat latihan.”* I had not finished explaining something to some students, other students called to ask help.” *“A moment please,”* I answered. *“ “Bener ga ini, Miss? Could you explain name?” “Almost right”. Coba bandingkan dengan contoh ini, who is your name? Apa artinya dalam bahasa Indonesia?” “Siapa namamu” ,she answered. “Good. Sekarang sama ngga dengan bentuk di kalimatmu?” “oh ya Miss lupa pake your-nya. Trus lainnya udah bener, Miss?” “ Alangkah bagus nya kalau explain diganti dengan spell yang artinya mengeja. Another student showed her work “Miss kalau ini, bener ga?”* I

gave an example to her, “*Coba liat kalimat saya What time will I depart? sama ga sama model kalimatmu?*” she looked at her work and realized the mistake, “*Oh I see. Thank you, Miss.*” I walked to the front line.” *Miss, kalau mau bilang berapa harga tiket bolak balik gimana?*” “*Apa bahasa inggrisnya berapa harga?*” “*How much...tiket pp?*”, she tried to answer. “*Tiket PP itu sama dengan return ticket, jadi kalimatnya gimana?*” “*How much a return ticket?*,” she responded. “*Well done, oke carry on.*”.

After checking all students works, I welcomed anyone who wanted to try and convinced them that nobody would angry if they made mistake. Two students raised their hands. I asked all students to give applause to them and listened to the dialog. When the students performed the dialog, some students teased them and laughed when they made mistake.” *Okey, you have just learnt Amara’s dialog. Where will Amara go? They said, “She will go to Japan.” Right, then how much is the ticket?*” “*Rp. 3,000,000*”, they answered loudly. “*Any comments about Amara’s performance? Any wrong pronunciation?*” Most of the students said “*Another, expression.*” I asked other volunteers to come forward, but nobody raised hand. Finally, I waited for a moment and encouraged them to try. Some students raised their hands. They kept listening to their friends performing and gave feedback related to the pronunciation, intonation, gesture, and intonation. Again, I gave feedback about their expression and gesture since most students showed flat expression when performing a dialog.

To summarize all materials taught, the students were divided into several group to have a quiz. They were not allowed to open the handout or any books during the quiz. They should work in group to answer the questions. I read the question orally and in 15 seconds they wrote their answer on the paper. I wrote their group’s score on the whiteboard. They made noise during the discussion. They looked enthusiastic answering all questions. When their answers were right, they shouted and clapped their hands. They mocked other groups who had wrong answers. They waited for the winner. The bell rang when the winner was announced.

### **Vignette Meeting 5: March 28<sup>th</sup> 2012**

I greeted all students. The students put their name board on the desk. I could remember almost all students’ names. I gave an announcement that they would go home early since all teachers had a meeting. I introduced a new topic which was at restaurant. “*Have you been at restaurant?*” some said yes, some said no. “*Have you been at school canteen?*” all students said yes. “*What could you find at school canteen or restaurant?*” *Menu, food, drink,*” they replied. I approached one student, “*Yuda what food do you like most?*” *I like Bakso,*” he said. I came to Novi who was usually shy to answer my question, “*Novi, what food do you like most?*” *I like Sate.*” Then, I stacked various pictures of food on the white board. The students started to make a noise by saying I’m hungry. I showed them the Indonesian food and western food.

The students discussed the menu in the handout. Some students still did not bring a dictionary. I gave an alternative solution to ask the students to install the electronic dictionary in their mobile in order that they could open it anytime. The regulation would be applied for the next meeting.

When I discussed the menu in handout, the students mostly knew the food. However, they made mistake in pronouncing certain words such as omelette, cereal, sausage, sirloin steak, tuna and spaghetti. Most of them pronounced the words with the Indonesian style. I gave examples of pronouncing those words and they repeated together. They worked in a group to answer the next task. I divided them into 6 groups in which each group lead by Diana, Hesti, Yuda, Ijah, Kartika, and Aldino. They were good enough in English. The rest students were free to join any group. The bell rang. The task was continued for the next meeting.

### **Vignette Meeting 6: April 3<sup>rd</sup> 2012**

*“Assalamualaikum Warohmatullahi Wabarokatuh.” “Wallaikumsalam Warohmatrullahi Wabarokatuh.” Good morning students, how are you doing?” “Good morning, Miss. I’m fine. How about you?” I’m good, thank you.* I asked them some questions about the last material especially the words they always mispronounced at the previous meeting such as omelette, cereal, sausage, sirloin steak, tuna and spaghetti. After that, I asked the students to sit according to their group. They arranged the desks. Then, I gave more explanation about the rule of the game. They would play numbered heads together. There would be the best group. The criteria of the best group were the activeness of all members, the solidarity of the group, and whether all members understood the material or not,. When I announced that there would be a present for the best group, they made a noise and clapped their hands.

The students put their name board on the desk. I visited all groups to check their understanding. The collaborator observed the students and the other one recorded the teaching and learning process. Some students who never brought a dictionary had installed a dictionary program in their mobile phones. They used their mobile phones to find the meaning of certain words. Few students opened the electronic dictionary through their laptops. The students asked the meaning of the words. They asked the name of food such as clam chowder, and French onion since they were not available in the dictionary. *“Miss, apa separately?”* I asked them to see in the dictionary, but they said that it was not available. Then, I asked them to see the core word that was separate and it was available in the dictionary. *“Jadi, kata intinya adalah separate kemudian ditambahkan ly jadi kata keterangan yang berarti dengan terpisah.”* Some of them asked how to answer the question started with to be such as the questions number 5, 6, and 7. I explained more about answering the WH questions and Yes No questions.

All groups were ready for their works. I called upon agent 1, 2 and so on to answer certain questions. There were 12 numbers and 6 people in each group so that everybody got chance to answer 2 questions. *“Okey, who is agent 1? please answer number 1.” “Saya”,*all representatives from their groups raised their



hands and I pointed a certain student to answer the question. Indah read her answer. After that, I clarified the answer to the rest students. *"Is it right students?"* "Yes," All students replied. Hearing the answer was right, everybody clapped their hands. *"Okey, agent number 2, please read your answer."* Yolanda read the question and her answer was Rp 81,000. Some students had a different answer, then I asked every group to state their answer. I gave the explanation in whiteboard by calculating the price of the food. Knowing that the answer was right, Yolanda's group was happy and clapped their hands. During the discussion of group work, I asked every group's answer to check whether they had the same answer or no. *"What is your answer?"* I asked Diana's group. They replied *"the same"*. After checking all answers, they raised their hands who got no mistakes, 1 mistake, 2 mistakes and so on. One group got perfect score, two groups made two mistakes and the rest made 3 mistakes. To check whether they remembered the right answers, I asked certain students who had low proficiency in English to answer certain questions *"Arif, please answer number 3. Is the coffee more expensive than milk?"* He replied, *"No, milk is more expensive."*

After conducting numbered heads together activity, the students learnt preferences. They learnt several formulas of preferences. I gave more examples and let all students answer them. I gave homework to make free sentences by using several formulas of preferences. Before the bell rang, I gave summary of today's lesson. Then, I announced the best group of today's meeting according to their solidarity, activeness, and understanding towards the material. Tika's group was the best group for today's meeting. All members in the group were happy to accept the rewards.

### **Vignette Meeting 7: April 10<sup>th</sup> 2012**

I greeted all students and asked their condition. I checked all students' works by visiting their desks. They made five sentences related to preferences by using prefer, would rather, would prefer to, and like. Some students still made mistakes in using the formula. Noun and gerund that they used were still interchangeable. I discussed the homework by asking volunteers to read their sentences. Some students raised their hands. Kartika read her sentence, *"I prefer dancing to singing."* *"Okey, students is Tika's sentence right?"* "Yes", they replied. *"Good, prefer should (partisipasi, tanpa dmnta ada volunteer) be followed by to. Pasangan prefer adalah to."* Okey, Uung please read your sentence. *"I prefer Soto than Bakso."* I asked the students whether the sentence was right or wrong. They said that it was wrong. Then, they corrected Uung's sentence. Other students read their sentences and the rest gave feedback. After they read their sentences, I asked them to make sentences spontaneously. I said the sentence in Indonesian and they translated it into English. They seemed excited. Many students tried to make the right sentence.

The next activity was listening. They should complete the dialog with the right words or phrases. Before listening, I delivered some questions to activate their background knowledge. *"Could you please mention some words that may*

*appear in the dialog?" "Menu, dessert, appetizer, price, main course, side order,"* they answered. One student from the back row shouted, *"Nota, Miss."* *"What is Nota in English?"* nobody answered. I told him that nota is bill in English. *"How about the expression? What expressions that may be used when you order food at restaurant?"* *Ekepresi apa yang kira-kira akan muncul saat kalian pesan makanan di restoran?"* *"Can I help you, May I help u, What would order."* *"Excellent, yang bener what would you like to order bukan what would order."* I distributed the script in which they should complete the missing words and phrases in the text. They read it first. *"Please, mention food or drinks you find in the text?"* *"Caesar salad, corn soup, steak, water,"* they answered together. I corrected their pronunciation since most of them pronounce salad and steak with Indonesian accent. I played the recording when they were ready. They looked serious when they were listening. The first playing was not clear for them. They said that it was too fast. When I played the recording for the third times, mostly they could answer 4 questions out of 5. Finally, when I played it until four times, they could answer all questions. I discussed the right answers then. Mostly their answers were right.

After listening to the recording, I asked them to practice the dialog they had completed. Amara and Vebrika raised their hands and they read the dialog from their desks. *"Any comments?"* *"Omelette, Miss,"* some students replied. *"Nice, it should be / ml t/ not omelete versi Indonesia."* *"Any other feedback?"* Because nobody answered, then I gave the right pronunciation of ready. I asked whether any other students wanted to try again. Some raised their hands and I welcomed them to try.

I explained the expressions used in the recording with additional information I wrote on the whiteboard such as the expression of welcoming guests, asking what they want to order, paying the bill and so on. After that, I asked the students to make a role play of ordering food at restaurant. They had time to prepare the dialog and to consult it to me. They should act the dialog without script and prepared the food, beverage, and menu list during the role play. They should act as a waiter or waitress and a guest. They could work in group of two or three. The bell rang. The explanation was continued for the next meeting.

### **Vignette Meeting 8: April 11<sup>th</sup> 2012**

*"Assalamualaikum warohmatullahi wabarokatuh."* *"Walaikumsalam Warohmatullahi Wabarokatuh."* *Good morning everybody. How are you doing?"* *"Just so so, Miss,"* some students replied. Other students said they were fine. *"What have we learnt at the last meeting?"* *"Expressions at restaurant,"* all students replied. They mentioned all expressions found at restaurant." I explained more about language functions that might appear during the conversation at restaurant. I wrote the do and donts during the conversation, the role of a waiter or waitress and guest, and the language functions they would use such as welcoming the guests, asking their order, making a small talk, parting with the guests and so on. They made a note of the material. After everybody finished writing, I

explained it. In the middle of the explanation, some students asked a question. *“Miss, kalo mau bilang apakah Anda sudah siap untuk memesan ,bener ga ini Are you ready order?”* Hampir benar, harusnya *Are you ready to order now?”* I explained. *Okey, selain ekspresi tadi, you may say Would you like to order now?”*

*“Okey, you can continue your work. Ask me if you have questions”*. I went to all desks. Everybody made a note. They also asked some questions. *“Miss, bener ga ini kalo mau bilang saya mau memesan I would like order”* Hesti asked. *“Hampir bener, bagusnya I would like to order, jangan lupa memisahkan dua kata kerja yang bersebelahan dengan to ato dengan ekspresi yang lain I want to have.”* *“Oke, thank you, Miss.”* Another student approached me, *“Miss, kalo mau bilang kamu mau yang mana, gimana?”* *“Oke contohnya Which one do you want tea or coffee, atau Which do you prefer, tea or coffe?”* They were enthusiastic in finishing the dialog. Almost all students asked me to check their works. They were very creative. Some students made a menu with traditional food. Hesti asked me how to write a menu with traditional food inside. Then, I explained to all students that they may write the original name of food in Indonesia or Javanese. If the guests asked more about the food, they could explain the ingredients orally. Some students wrote traditional food in their menu list such as moto kebu, wedang ronde, gado-gado, lotek etc. Few students had practiced their dialog and asked me whether the pronunciation was right.

At the end of meeting, I repeated the rule of the role play. I explained the criteria that would be assessed during the performance such as fluency, grammar, communicative interaction, pronunciation, and vocabulary. They must bring food and drink. They could name the food and drink as whatever they wanted. They could buy them at the canteen or brought them from home. They should provide menu list and used any things to support their performance. They were not allowed to read all script they made. The performance was not less than 2 minutes. They could freely do improvisation. There would be a gift for the best performance. I encouraged them to be creative, brave, and not worry since they would have two weeks holiday for the English class so they could be well-prepared. The bell rang. I closed the meeting.

### **Vignette Meeting 9: May 8<sup>th</sup> 2012**

I greeted all students and asked their condition. The students were free from the English class for two weeks since the class was used by the twelfth grade students for school exam. *“How are you? Seems everybody is happy. “Yes, Miss we will eat later,* “Some students answered happily. The class was a little bit noisy as they were still preparing for the role play. They prepared the food and drink. *“Okey, are you ready for the role play?”* many students said yes, few said no. I explained at glance about the rule of the activity. Then, I gave 10 minutes for them to prepare the role play. One student approached, *“Miss, bener ga cara bacanya spaghetti /spageti/? “ /sp geti/ ,”* I said. Other students asked the pronunciation of some words and expressions used. All students were busy for practicing.

After 10 minutes passed, I called the students randomly. They performed the dialog at restaurant with some supported properties such as food, drink, tray, menu list and so on. While they played the role play, the collaborator and I observed and assessed them, the other one recorded the performance. The rest students were enthusiastic seeing their friends' performance. They laughed when there was funny thing happened. They performed the dialog without the script. There were a few mistakes or errors during the performance but the mistakes or errors they made were not a big deal. They showed proper expression as a guest and a waiter. The guest was angry when something annoying happened. The waiter felt sorry when he or she made mistakes. They concerned with the intonation. They know when to use falling and rising intonation when asking. They showed a communicative interaction between speakers. They used the properties they had. The guest ate the food and drank the water while the waiter served them. Some students did improvisation when they forgot the dialog. After all students showed their performance, I gave feedback especially about pronunciation. Then, the teacher and I decided the best performance according the criteria that had been explained. Before that, I convinced them that all students did a great performance and they should keep it up. The best performance came to Kartika and Azizah. They came forward and received a prize. Everybody clapped their hands to welcome them.

#### **Vignette Meeting 10: May 9<sup>th</sup> 2012**

I greeted all students and asked their condition. After that I introduced the topic of today's meeting and did brainstorming activity. "*Have you seen a memo?*" the students said yes. "*Have you ever made it?*" "*Yes*". "*Where do you usually find a memo?*" "*At office, Miss.*" They could answer warming up questions. Then, I distributed the handout. They read the example of memo. After reading it, I asked some questions related to the text "*What is it about?*" They answered together, "*Monthly meeting*" "*Good, then who wrote the memo?*" "*Mr. Charles Chavez*" "*Who is the recipient?*" They did not answer the last question. I repeated the question. "*Who is the recipient?*" some answered doubtly "*Department managers.*" I explained that recipient is penerima.

After giving some questions, they did the next task about finding the meaning of difficult words in the text. They could find the meaning of word according to the context or find it in dictionary. They opened both manual and electronic dictionary they had. "*Smart people always bring a dictionary,*" I convinced them. Listening that, they smiled. Few students did not bring the dictionary. I checked students' work by visiting all desks. Some students asked the meaning of managerial. They knew that it had relation with the word management but they did not know that it is an adjective. They confused how to express the meaning in Indonesia. After some minutes, we discussed the task. I mentioned the words and they said the Indonesian translation. I drilled their pronunciation as well since many students made mistakes in pronouncing the words. Then, I explained how to state a frequency of time by using one, twice, third, fortnightly, daily, weekly etc.

After knowing all the difficult words, they answered questions related to the text. They understood all questions and answered them correctly though some grammatical errors occurred. I explained more about using tenses in answering a question and writing dates according to the formality. In the next task, they completed the blank space in a memo with the available words. "*Miss, di kamus ini forecast itu ramalan cuaca, kalo disini apa artinya apa ya?*" "*Coba disesuaikan dengan konteks dalam teksnya,*" I suggested. She thought for a minute and then guessed "*Ramalan maksudnya ya Miss?*" "*Bisa ramalan bisa prediksi.*" Before the end of meeting, they were asked to make a memo. I let them to write anything as long as they could deliver the message clearly. I gave an example of memo in daily life such as asking your friend to return your book. They were excited in making a memo. Most students asked me to correct their works and helped them in expressing what they wanted. Before the bell rang. I repeated the material at glance and asked them to finish the work at home.

### **Vignette Meeting 11: May 15<sup>th</sup> 2012**

I greeted all students and asked their condition. I repeated the last material by asking them some questions. Then, I asked them to submit the homework they made. I explained new material. They learnt how to express capability. "*Ok capability atau kemampuan, biasanya penandanya menggunakan kata apa?*" "*Can,*" they answered. "*Selain can, apa?*" "*Cannot*" oke, cannot ato disingkat can't. I explained the different pronunciation between british and american when saying can't. They repeated after me when saying can't with British and American style. "*Besides using can, we use to be able to.* Coba terjemahkan ke Inggris Saya bisa berbicara Inggris." "*I can speak English,*" they said." Okey, with the same sentence please use to be able to, coba pake kata to be able to. Few students answered, "*I am able to speak English.*" I wrote more about the change of to be according to the subject and how to form a question by using can and to be able to.

I made a game in which the student I pointed should ask a question about his friend capability. Then, the student I pointed freely chose another student to answer his question. At the first time, I pointed the girl in the back row, Yohana asked Arif in the front row, "*Can you swim?*" Arif answered, "*No, I can't.*" Then, Arif asked Debby sitting beside him, "*Can you treat me?*" Debby was confused while the rest of students laughed and teased her. She did not know what treat was. Then, somebody whispered her about the meaning. She answered loudly, "*No, I can't.*" I encouraged the students to use to be able to in their sentence. Debby asked Vinorika, "*Are you able to make a noodle?*" "*Yes, I can,*" Vinorika answered. They did this activity in turn to ask a question. They were impatient to wait their turns. They made a noise when they heard a strange question. Everybody was happy to play the game though not all students had their turns to ask. They clapped their hands when the game finished.

The students prepared for inside outside circle activity. I explained the rule of the game. They should ask 4 questions to their friends about their capabilities.

They may write down 4 questions or just memorized the questions. I gave 7 minutes for them to make questions. While they made the questions, I visited some desks. Some made mistakes with the grammar then I explained it on the whiteboard. When they finished making their questions, they moved some desks and chairs so that the front space was empty. I divided them into 2 groups. Each group made 2 circles consisting of inside and outside circles. I gave an example how to play the game. They stood face to face so that they had partner to speak with. They asked their friends capabilities and wrote down the information they had. The students outside circle asked the students inside circle. As they finished the questions, they moved clockwise to ask others. When I whistled, they switched the role. At the end of the game, they should retell the information they got.

I blew a whistle when everybody was ready for the game. The class was crowded. Everybody asked questions. They moved from one friend to another friend as they finished asking their questions. Most students asked their questions in English. Those who did not understand the questions would say it in Indonesia. Some students laughed as they got a strange question. They wrote the information they got. They enjoyed the game. The teacher and I watched the game while the other collaborator recorded it. At the end of meeting, 3 students retold the information they got.

# **APPENDIX B: INTERVIEW TRANSCRIPTS**

## INTERVIEW TRANSCRIPTS

### **Interview Transcript 1**

R: Bagaimana dengan penggunaan Bahasa Inggris yg sering dipake guru?

S: Awal-awanya dulu agak susah nangkap, tapi karena lama-lama mendengar ekspresi yang sama dan guru menerjemahkan jadi tahu artinya dan bisa menggunakan ekspresi yang sama

R: Kalo Miss bicaranya kecepatan nggak?

S: Nggak, Miss.

### **Interview Transcript 2**

R: Gimana dek tadi kelasnya?

S: lumayan enak.

R: Kalo dari sisi materi, paham tidak?

S2 and S3: Paham, mbak. (We understand, Miss)

R: Kalo aktivitas terakhir kita yang kerja kelompok keliling menanyakan teman untuk cari informasi itu gimana ya? S2: Yo bagus yo kan bisa ngelatih keberanian buat bicara bahasa Inggris kan lebih baik dengan orang yang lebih dekat dahulu. Soalnya ada tugas dari Miss Wulan disuruh menginterview bule, jadi tadi itu bisa jadi ajang latihan kita

S3: Kalo saya kerja kelompok tadi bisa ngelatih saya mengucapkan dengan benar.

### **Interview Transcript 3**

R: Menurut Kartika pelajaran kita tadi gimana

S4: Enak si, ya sekalian Bisa sharing dengan teman-teman lain. Jadi ga hanya kelompok ini dengan kelompok ini tok. Tapi semuanya bisa diajak bicara.

R: Kalo Miss bicaranya kecepatan nggak?

S: Nggak, Miss.

### **Interview Transcript 4**

R: Tadi keliling nanya-nanya temen ga dek?

S4: Iya Miss, seru. Saya bisa latihan bicara dengan hampir seluruh temen.

R: Apa kelemahannya dari aktivitas terakhir tadi?

S4: Ada yang ga serius hanya main-main dengan yang lain.

### **Interview Transcript 5**

R: Gimana tadi Ra kelasnya?

K: Terkait dengan games kelompok tadi, menurutku karena mereka hiperaktif, trus mereka harus mencari informasi ke semua kelompok, kalo aku diposisi kamu, aku susah untuk mengontrol mereka. Kita kan jadi ga tau mereka bicara Jawa, Indonesia apa Inggris. Mungkin gamesnya bisa pake deretan bangku tertentu untuk bertukar informasi. Jadi ga keliling-keliling. Trus waktunya buat games tadi kurang padahal kegiatan utamanya kan di kerja kelompok tadi.



### **Interview Transcript 6**

R: Menurut Hesti tadi pelajarannya gimana?

S1: Menyenangkan kalo menurutku mbak.

R: Kok bisa?

S1: Ya asiklah mis. Ga terlalu tegang. Kalo terlalu tegang semuanya malah diam. Klo bercanda-canda kayak gini kan malah menyenangkan. Tadi juga disuruh buat papan nama .

### **Interview Transcript 7**

R: Gimana pelajaran tadi? (What do you think about our class today?)

S2: Menyenangkan miss, ada kuisnya, hanya tadi ada ribut masalah nilai.(It was fun. There was a quiz. Just some students made a noise because of the score.)

R: Tadi bisa kerja sama dengan temen-temen ga?(Could you work together with your friends?)

S2: Bisa, enaklah Miss kelas tadi. Soalnya sebelumnya bu Wulan jarang kasi permainan kayak tadi. (Yes, I could. It was interesting because Mrs. Wulan never gave us a game like this.)

### **Interview Transcript 8**

R:Menurut Kartika dengan pelatihan pengucapan tadi ngerasa kekanakan atau gimana?

S4: Bagus kok, Miss.

R:Trus kalo kalian diminta ngoreksi pelafalan kosakata temen-temen suka ga?

S4: Suka, Miss karena itu ngelatih kita juga buat ngomong bener.

### **Interview Transcript 9**

R:Menurut Dwi tadi pelajarannya gimana?

S4:Ya, asik miss.

R:Asiknya kenapa?

S4:Ya karena diajarin cara ngomongnya. Soalnya klo sama bu Wulan tidak diajarin cara ngomongnya. R: Kalo ngoreksi speakingnya temen-temen pas mereka maju seneng ga

S4: Seneng mba walaupun tebakan saya masih salah. Malah kalo salah ngomongnya jadi inget mana yang bener. Sejauh ini saya ngerasa speaking saya meningkat.

### **Interview Transcript 10**

R:Kalo untuk maju ke depan untuk berdialog, udah berani ga?

S2: Aku takut salah miss. Kalo salah pas maju mukaku mau taruh dimana. Jadi, klo mbak meriksa dulu sebelum maju perasaan ku akan lebih lega.

R: Oh berarti klo di periksa dulu malah bikin PD?

S2: Iya mba.

### **Interview Transcript 11**

R: Tadi maju role play ga?

S: Iya, Miss.

R: Trus yang maju-maju tadi itu gimana?

S5: Tadi itu masih takut si buat salah walaupun tadi itu Mbak Nisa bilang udah bener pas diperiksa. Masih kurang latihan aja.

R: Tapi, tadi seneng ga bisa maju ke depan?

S5: Seneng miss. Lega karena aku juga kan udah buat. Jadi, harus bisa maju.

### **Interview Transcript 12**

R: handoutnya mana dek?

S: Ini saya simpan mbak.

R: Terbantu ga belajarnya dengan menggunakan handout yang dibagikan?

S: Saya si terbantu mbak karena ga punya buku Bahasa Inggris. Kalo sebelum-sebelumnya kan terlalu banyak nulis di papan, jadi banyak kehabisan waktu buat nulis dibandingkan merhatiin penjelasan bu guru.

### **Interview Transcript 13**

R: Kalo dengan penggunaan handout pas belajar membantu ga?

S3: Ya membantu lah, Miss. Jadi kita Cuma mencatat yang ga ada di kertas aja. Cuma harus pinter-pinter Miss biar kertasnya ga hilang hehe,.

### **Interview Transcript 14**

R: Kenapa ga bawa kamus tadi?

S: Berat e mbak.

R: Kan bisa pinjam di perpustakaan?

S: Bisa si mbak, cuma males aja turun ke bawah. Enakan minjem punya temen aja.

### **Interview Transcript 15**

R: Tadi kan Miss kasi latihan kosa kata, mencari artinya, trus kosa kata itu ntar akan muncul di jadwal penerbangan dan dialog. Setelah itu ada latihan cara mengucapkannya dengan benar. Menurut Hesti efektif ga sepeti itu?

S2: Efektif kok miss. Cuma aku kurangnya kosa kata. Agak susahnya di situ.

R: Tapi dengan Miss selalu menanyakan kosa kata tertentu ke siswa biar mudah dihapal ngebantu ga?

S2: Ngebantu kok miss. Lama- kalamaan aku inget.

S4: Menurut saya iya. Kita banyak dilatih untuk mengucapkan dengan benar dan latihan berdialog

### **Interview Transcript 17**

R: Ini kan kelas pariwisata, kamu didorong untuk banyak speaking. Menurutmu saya sudah mendorong siswa untuk berbicara?

S4: Menurut saya iya. Kita banyak dilatih untuk mengucapkan dengan benar dan latihan berdialog. (I think so. We get many practices in pronouncing words and having a dialog)

R: Menurut adik ke depannya kelasnya mau seperti apa?misalnya aktivitasnya?

S4: Segini aja udah bagus kok mba. Yang penting ada teori ada praktek udah cukup. Udah bisa melatih mental, PD juga.

### **Interview Transcript 18**

R: Paham ga dek denga teks menu tadi?

S: Paham, Miss. Ga bosen karena bisa didiskusikan dengan yang lainnya.

R: Ada kesulitan ga?

S: Masih tentang kosa kata mba. Vocab saya terbatas.

### **Interview Transcript 19**

R: Paham ga tadi pelajarannya?

S: Paham, Mbak.

R: Coba tanya saya pakai ekspresi capability?

S: Can you drive a car?

R: No, I can't. Sip deh udah ngerti. Klo aktivitas tadi di kelas gimana?

S: Asyik,Mbak. Bisa latihan ngomong sama temen-temen

R:Ngomongnya pake Bahasa Inggris apa Indonesia?

S: Pake Bahasa Inggris, Mba, tapi pas ada yang tidak dimengerti pake Bahasa Indonesia.

### **Interview Transcript 20**

R: Terbantu ga dek belajarnya dengan adanya kamus di HP?

S1: Ya, Miss soalnya saya jarang bawa kamus karena kamus yang saya punya berat. Lebih cepet juga nyari katanya pake HP.

R:Lebih enak mana pakai kamus manual apa kamus yang ada di HP?

S: Saya suka yang kamus di HP, Mba.

### **Interview Transcript 21**

R: Bu, bagaimana sejauh ini perkembangan anak-anak?

K: Ya menurut saya mereka udah lebih PD, udah lebih aktif dari sebelum-sebelumnya. Kerja sama memang membuat mereka lebih bisa untuk mempelajari materi. Mba, sudah bisa handle anak-anak.

R: Kalau speaking anak-anak menurut ibu bagaimana?

K: Anak-anak udah cas cus sekarang. Walaupun masih beberapa malu-malu. Paling tidak mereka nyoba walaupun salah. Terus di drill saja mereka biar bisa latihan ngomong.

# **APPENDIX C:**

# **COURSE GRID**

THE COURSE GRID OF THE TEACHING AND LEARNING PROCESS FOR THE FIRST GRADE STUDENTS OF THE TOURISM PROGRAM AT SMKN  
7 YOGYAKARTA IN THE ACADEMIC YEAR OF 2011/2012

Cycle	Standard of Competency	Basic Competency	Topic	Language Function	Language Focus	Input Text	Activities	Indicators
1	1.Communicating in English at a novice level (1-2)	1.6.Comprehending simple memos, menus, schedules, and road signs	Could you please tell me...?	<ul style="list-style-type: none"> <li>Asking for and giving information</li> <li>-Excuse me, could you tell me the meaning of this sign?</li> <li>-Yes, it means that the road is slippery.</li> <li>• Notice</li> <li>-Do not park!</li> </ul>	<p>Key vocabulary: slippery, horn, roundabout</p> <p>Key grammar: -Could you tell me + phrase -Do not +verb 1</p>	Recording, Public signs	<p><u>Task 1</u> Look at the picture and discuss these questions with your friends</p> <p><u>Task 2</u> Your teacher will play a recording of the names of signs or symbols in public places. Listen to the recording and repeat the pronunciation correctly.</p> <p><u>Task 3</u> In pairs, find the meaning of the names of signs or symbols in task 2. After that, match the pictures of these signs with their appropriate meanings.</p> <p><u>Task 4</u> Study the conversation below and answer the questions.</p> <p><u>Task 5</u> Practice the conversation</p>	<p>Students are able to:</p> <ol style="list-style-type: none"> <li>1. Identify the meaning of public signs.</li> <li>2. Identify the difficult words on the text</li> <li>3. Practice to pronounce some words correctly.</li> <li>4. Identify the expression of asking for and giving information and making notice in the dialogue.</li> <li>5. Respond to the expression of asking for and giving information and making notice.</li> <li>6. Use the expression of asking for and giving information</li> </ol>

							<p>with your friend. Here are some difficult words that may help you to understand the text. Try to perform the dialog in front of the class.</p> <p><u>Task 6</u> Study the following explanation. Read the dialogue in Task 4 once again. In the dialogue you find expressions with different functions. Here are the expressions presented in a table</p> <p><u>Task 7</u> Two stray two stay activity: Finding the meaning of public signs. Steps of the game.</p> <ol style="list-style-type: none"> <li>1. Work in a group of four.</li> <li>2. Every group consists of two people who act as hosts and give the information while two other people are guests who ask for the information.</li> <li>3. The teacher will distribute</li> </ol>	<p>and making notice in short conversation.</p>
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							<p>18 pictures.</p> <p>4. Each group will get two pictures containing public signs.</p> <p>5. Do not show your pictures before other teams ask for the information about the pictures you have.</p> <p>6. Discuss the meaning of the signs you get with your group.</p> <p>7. Then, you have to find the meaning of other signs by asking to another group until you collect 18 signs. One example is done for you.</p>	
	1.Communicating in English at a novice level (1-3)	1.6.Comprehending simple memos, menus, schedules, and road signs	At the Airport	Asking for and giving information -Could you tell me how much the ticket is? -One way ticket is Rp	<p>Key Vocabulary: delay, arrival, schedule</p> <p>Key grammar: - Could you tell me + phrase -WH question is</p>	Public signs, flight schedule	<p><u>Taks 1</u> Discuss these questions with your friends.</p> <p><u>Task 2</u> Practice to pronounce the following vocabularies correctly. Then, find their meanings</p> <p><u>Task 3</u></p>	<p>Students are able to:</p> <ol style="list-style-type: none"> <li>1. Comprehend the flight schedule.</li> <li>2. Answer the questions related to the text.</li> <li>3. Identify the difficult words related to airport.</li> </ol>

				500,000	<p>expressed with falling intonation.</p> <p>-Yes no question is expressed with raising intonation.</p>		<p>In a group, discuss the following flight schedule. The words in task 2 may help you to understand it. Then, answer the questions.</p> <p><u>Task 4</u> Study the following explanation.</p> <p><u>Task 5</u> Study the conversation between a reservation clerk and a customer. Then, Identify the questions with falling and raising intonation.</p> <p><u>Task 6</u> Role play: Make a simple dialogue by using the flight schedule above. After that, perform it in front of the class. You may consider the following information to help you.</p> <ul style="list-style-type: none"> <li>• Your destination</li> <li>• The time you will go</li> <li>• Are you going to travel alone or with someone else?</li> </ul>	<p>4. Pronounce the difficult words correctly.</p> <p>5. Identify the questions with falling and raising intonation in the text.</p> <p>6. Practice the dialog with friends.</p> <p>7. Make a dialogue according to the topic by using the expression of asking for and giving information.</p> <p>8. Present the dialogue that has been made in front of the class</p>
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							•The flight cost etc.	
2	1.Communicating in English at a novice level (1-4)	1.6.Comprehending simple memos, menus, schedules, and road signs	At the Restaurant	Expressing preferences -I prefer cheese to chicken -I like orange juice better than tea	Key vocabulary: appetizer, order, prefer  Key grammar: - prefer... to infinitive - would rather... than - would prefer to...rather than - like...better than -Degree of comparison	Recording, Menu list	<p><u>Task 1</u> Look at the pictures above and answer these questions.</p> <p><u>Task 2</u> Study the vocabulary below and find their meanings.</p> <p><u>Task 3</u> Listen to the recording and complete the dialogue.</p> <p><u>Task 4</u> Learn this dialogue and act it out with your friend</p> <p><u>Task 5</u> You will have an activity namely Numbered heads together. Before doing the activity, learn the instruction below.</p> <ol style="list-style-type: none"> <li>1. Work in a group of five.</li> <li>2. In a team, answer all questions provided.</li> <li>3. Decide which number that should be answered by your friend in a team.</li> <li>4. At the end of meeting, the teacher will call certain</li> </ol>	<p>Students are able to:</p> <ol style="list-style-type: none"> <li>1. Respond to the recording “Making an Order at Restaurant”</li> <li>2. Complete the missing dialogue according to the recording.</li> <li>3. Identify the expression of making preferences in the dialogue.</li> <li>4. Comprehend the menu list.</li> <li>5. Understand the degree of comparison</li> <li>6. Identify the difficult words in the text.</li> <li>7. Pronounce the difficult words correctly.</li> <li>8. Answer the</li> </ol>

							<p>students to answer certain numbers. For example the teacher says, “Agent 1, please answer number 1.” It means that the student having a duty to answer number 1 is called agent 1 and he or she should explain his/her answer as a representative of his/her group.</p> <p><u>Task 6</u> Study the following explanation.</p> <p><u>Task 7</u> With your partner, complete these dialogues using the expressions you have learned and practice speaking them out.</p> <p><u>Task 8</u> Role play: In pairs, make a short conversation based on the cue card. Do it spontaneously by using preferences expressions. One is done for you.</p>	<p>questions related to the text.</p> <p>9. Complete the missing dialogue by using preferences.</p> <p>10. Practice to perform the dialogue spontaneously</p>
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	1.Communicating in English at a novice level (1-4)	1.6.Comprehending simple memos, menus, schedules, and road signs n	Memo	Expressing capability -Can you operate a computer? -I can't operate a computer. -I'm not able to operate a computer.	Key vocabulary: subject, submit, management  Key grammar: Can + subject + verb 1 -Subject + can/can't + verb 1 -Subject+ to be able to+ verb 1	Memo	<p><u>Task 1</u> Look at the picture and discuss the questions below.</p> <p><u>Task 2</u> Study the memo below and find the meaning of difficult words</p> <p><u>Task 3</u> After you read the memo in task 2, answer the following questions.</p> <p><u>Task 4</u> Study the following explanation.</p> <p><u>Task 5</u> Fill in the blanks with appropriate words provided.</p> <p><u>Task 6</u> Make a simple memo by using this outline.</p> <p><u>Task 7</u> Study the following explanation.</p> <p><u>Task 8</u></p>	<p>Students are able to:</p> <ol style="list-style-type: none"> <li>1. Identify the generic structure of memo.</li> <li>2. Comprehend the content of memo.</li> <li>3. Answer the questions related to the input text.</li> <li>4. Identify the difficult words in the text.</li> <li>5. Practice to pronounce difficult words.</li> <li>6. Identify the format of writing dates in American and British style.</li> <li>7. Identify the expression of capability in the text.</li> <li>8. Identify the formula of the expression of capability.</li> <li>9. Complete the</li> </ol>
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							<p>With your partner, complete these dialogues using the expressions used for expressing capabilities. Then, practice speaking them out</p> <p><u>Task 9</u></p> <p>You will have an activity called inside-outside circle. Before doing that activity, learn the instruction below.</p> <ol style="list-style-type: none"> <li>1. Divide yourself into 2 groups comprising 18 students.</li> <li>2. Everygroup makes 2 circles namely small (inside) and big circle (outside).</li> <li>3. All students in both circles face each other so that the students have partner to speak with.</li> <li>4. By taking turn, the students in big circle</li> </ol>	<p>missing dialogue with the expression of capability.</p> <ol style="list-style-type: none"> <li>10. Use the expression of capability in short dialogue.</li> <li>11. Make a simple memo.</li> </ol>
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							<p>(outside circle) asks their friends about their capability. After several minutes, the teacher will blow the whistle which means that the students inside the circle should ask their friends about their capability.</p> <p>5. After collecting all information about their friends' capability, the students should report it in front of the class.</p>	
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# **APPENDIX D:**

# **LESSON PLANS**

## LESSON PLAN

### **A. Identity of the Lesson**

Subject : English

School : SMKN 7 Yogyakarta

Grade/Semester : X/2

### **B. Standard of Competency**

Communicating in English at a novice level

### **C. Basic Competency**

1.6. Comprehending simple memos, menus, schedules, and road signs

### **D. Indicators**

1. Identifying the meaning of public signs
2. Identifying the difficult words on the text
3. Practicing to pronounce some words correctly
4. Identifying the expressions of asking for and giving information and making notice in the dialogue
5. Responding to the expression of asking for and giving information and making notice.
6. Using the expressions of asking for and giving information and making notice in short conversation

### **E. Instructional Objectives**

At the end of the lesson, the students are expected to be able to:

1. Identifying the meaning of traffic signs, and public signs
2. Identifying the difficult words on the text
3. Practicing to pronounce some words correctly
4. Identifying the expressions of asking for and giving information and making notice in the dialogue
5. Responding the expressions of asking for and giving information and making notice

6. Using the expression of asking for and giving information and making a notice in short conversation (A Two stray two stay method)

#### **F. Instructional Materials**

1. Topic: Could you please tell me...?
2. Input text: Public signs
3. Key Vocabulary: slippery, horn, roundabout
4. Key Structures:
  - Could you tell me + phrase
  - Do not + Verb 1
  - No+ Verb- ing
5. Key Pronunciation: /slɪpəri/, /hɒn/, /raʊndbaʊt/

#### **G. Time Allocation:** 2 x 45 minutes

**H. Teaching Method:** Based on the Contextual-Communicative Model of EFL Teaching-Learning

#### **I. Teaching Learning Activities**

##### **a. Pre-Teaching**

1. The teacher greets the students
2. The teacher responds to the students' greeting
3. The teacher asks the students' condition
4. The teacher brushes up at glance the last materials
5. The teacher asks whether any questions about the last material
6. The teacher explains the goal of today's lesson
7. The teacher gives the outline of materials

##### **b. Whilst-Teaching**

- Comprehension Focus
  1. Listening to a recording about public signs
  2. Matching the names of the public signs with the appropriate pictures
  3. Answering the questions related to the input text
- Language Focus
  1. Identifying the structure of asking for and giving information and making notice expressions from the input text



2. Doing some pronunciation practice
3. Finding the meaning of difficult words related to the topic
- Communication focus
  1. Practicing the dialogue in the text (role play)
  2. Finding the information about the signs which are already in the cards by asking to friends (A two stray two stay method)

c. Post-Teaching

1. The teacher summarizes the material given
2. The teacher gives a homework
3. The teacher gives reflection towards the teaching and learning process
4. The teacher gives a preview of the upcoming materials

**J. Roles of the Teacher and Students:**

- a. Teacher's roles: as a model, participant, observer, and a facilitator
- b. Students' roles: as a group member and a partner

**K. Setting:** Individual work, pair work, team work

**L. Teaching Media:** flashcards, recording

**M. Learning Resources:**

- English for SMK 1, BSE.
- Oxford Dictionary
- [www.bogglesworldesl.com](http://www.bogglesworldesl.com)

**N. Assessment**

1. Speaking Performance

Name	Assessment aspects					Score	Mark
	Pronunciation	Fluency	Grammar	Vocabulary	Interactive Communication		

## 1. The Guideline Assessment: attached

Max Score:  $4 \times 5 = 20$

The Student's Mark :

(Pronunciation + fluency + grammar + vocabulary + interactive communication) x5

## 2. Cooperative Learning Process

Guideline assessment

The Student's Name	Postitive Interdependence	Individual Accountability	Equal Opportunity for Success	Interpersonal Skill	Group Processing

Yogyakarta, February 20<sup>th</sup> 2012

Acknowledged by:

Teacher,



Wulan Hestningsih, S.S

NITB. 2268

Researcher,



Annisa Nurul Ilmi

NIM. 07202241015

## LESSON PLAN

### **A. Identity of the Lesson**

Subject : English

School : SMKN 7 Yogyakarta

Grade/Semester : X/2

### **B. Standard of Competency**

Communicating in English at a novice level

### **C. Basic Competency**

1.6. Comprehending simple memos, menus, schedules, and road signs

### **D. Indicators**

1. Comprehending the flight schedule
2. Answering the questions related to the text
3. Identifying the difficult words related to airport
4. Pronouncing the difficult words correctly
5. Identifying the questions with falling and raising intonation in the text
6. Practicing the dialog with friends
7. Making a dialogue according to the topic by using the expressions of asking for and giving information
8. Presenting the dialogue that has been made in front of the class

### **E. Instructional Objectives**

At the end of the lesson, students are able to:

1. Comprehend the flight schedule
2. Answer the questions related to the text
3. Identify the difficult words related to airport
4. Pronounce the difficult words with the right spelling
5. Identify the questions with falling and raising intonation in the text
6. Practice the dialog with friends
7. Make a dialogue according to the topic by using the expressions of asking for and giving information

8. Present the dialogue that has been made in front of the class

#### **F. Instructional Materials**

1. Topic: At the Airport
2. Input text: Public signs, flight schedule
3. Key Vocabulary: delay, arrival, schedule
4. Key Structures:
  - Could you tell me + phrase
  - WH question is expressed with falling intonation.
  - Yes no question is expressed with raising intonation.
5. Key Pronunciation: [ð'raivɔl],[di'lei],[ˈʃedju:l]

#### **G. Time Allocation:** 3x 45 minutes

#### **H. Teaching Method:** Based on the Contextual-Communicative Model of EFL Teaching-Learning

#### **I. Teaching Learning Activities**

##### **a. Pre-Teaching**

1. The teacher greets the students
2. The teacher responds to the students' greeting
3. The teacher asks the students' condition
4. The teacher brushes up at glance the last materials
5. The teacher asks whether there are any questions about the last materials
6. The teacher explains the goal of teaching
7. The teacher gives the outline of the materials

##### **b. Whilst-Teaching**

- Comprehension focus
  1. Comprehending the flight schedule
  2. Answering the questions related to the input text
- Language Focus
  1. Identifying asking for and giving information expressions from the input text
  2. Identifying the questions using falling and raising intonation
  3. Doing some pronunciation practices

4. Finding the meaning of difficult words related to the topic

▪ Communication focus

1. Practicing the example of a dialogue about ticket reservation

2. Making a dialogue by using certain information

3. Presenting the dialogue that has been made in the form of role play

c. Post-Teaching

1. The teacher summarizes the materials given

2. The teacher gives a homework

3. The teacher gives reflection towards the teaching and learning process

4. The teacher gives a preview of the upcoming materials

**J. Roles of the Teacher and Students:**

a. Teacher's roles: as a model, participant, observer, and facilitator

b. Students' roles: as a group member and a partner

**K. Setting:** Individual work, pair work, and team work

**L. Teaching Media:** flashcards

**M. Learning Resources:**

- English for SMK 1, BSE.
- Oxford Dictionary
- [www.bogglesworldesl.com](http://www.bogglesworldesl.com)

**N. Assessment**

1. Speaking Performance

The Student's Name	Assessment Aspects					Score	Mark
	Pronunciation	Fluency	Grammar	Vocabulary	Interactive Communication		

## 1. Guideline Assessment: attached

Max Score:  $4 \times 5 = 20$

The Student's Mark :

(Pronunciation+fluency +grammar+vocabulary+interactive communication) x 5

## 2. Cooperative Learning Process

Guideline Assessment

The Student's Name	Postitive Interdependence	Individual Accountability	Equal Opportunity for Success	Interpersonal Skill	Group Processing

Yogyakarta, 20<sup>th</sup> February 2012

Acknowledged by:

Teacher,



Wulan Hestningsih, S.S

NITB. 2268

Researcher,



Annisa Nurul Ilmi

NIM. 07202241015

## LESSON PLAN

### **A. Identity of the Lesson**

Subject : English

School : SMKN 7 Yogyakarta

Grade/Semester : I/2

### **B. Standard of Competency**

Communicating in English at a novice level

### **C. Basic Competency**

1.6. Comprehending simple memos, menus, schedules, and road signs

### **D. Indicators**

1. Responding to the recording “Making an Order at Restaurant”
2. Completing the missing dialogue according to the recording
3. Identifying the expressions of making preferences in the dialogue
4. Comprehending the menu list
5. Understanding the degree of comparison
6. Identifying the difficult words in the text
7. Pronounce the difficult words correctly
8. Answer the questions related to the text (A Numbered head together method)
9. Completing the missing dialogue by using preferences
10. Practicing to perform the dialogue spontaneously

### **E. Instructional Objectives**

At the end of the lesson, the students are expected to be able to:

1. Respond to the recording “Making an Order at Restaurant”
2. Complete the missing dialogue according to the recording
3. Identify the expressions of making preferences in the dialogue
4. Comprehend the menu list
5. Understand the degree of comparison
6. Identify the difficult words in the text.

7. Pronounce the difficult words correctly.
8. Answer the questions related to the text.
9. Complete the missing dialogue by using preferences.
10. Practice to perform the dialogue spontaneously

#### **F. Instructional Materials**

1. Topic: At the Restaurant
2. Input text: Recording, Menu list
3. Key Vocabulary: appetizer, order, prefer
4. Key Structures:
  - Preferences
    - Subject+ prefer+ to infinitive
    - Subject+ prefer+ noun+ to + noun
    - Subject+ prefer+ gerund + to+ gerund
    - Subject+ would rather+ infinitive+ than+ infinitive
    - Subject+ would prefer to+ infinitive+ rather than+ infinitive
    - Subject+ like+ gerund+ better than+ gerund
  - Degree of comparison
    - Large, larger, the largest
    - Expensive, more expensive, the most expensive
5. Key Pronunciation: / æpˈtɑːzər /, / d r /, / prɪfər /

#### **G. Time Allocation:** 4x 45 minutes

**H. Teaching Method:** Based on the Contextual-Communicative Model of EFL Teaching-Learning

#### **I. Teaching Learning Activities**

##### **a. Pre-Teaching**

1. The teacher greets the students
2. The teacher responds to the students' greeting
3. The teacher asks the students' condition
4. The teacher brushes up at glance the last materials
5. The teacher asks whether there are any questions about the last materials
6. The teacher explains the goal of teaching



7. The teacher gives the outline of the materials

b. Whilst-Teaching

- Comprehension Focus
  1. Listening to a recording “Making an Order at Restaurant” (A Think-pair-share method)
  2. Answering the questions related to the recording
  3. Working in a team to comprehend the menu list
  4. Working in a team to answer the questions related to the text (A numbered heads together method)
  5. Completing the missing dialogue
- Language Focus
  1. Identifying the expressions of making preferences in the text
  2. Identifying the formula of making preferences
  3. Doing some pronunciation practices
  4. Finding the meaning of difficult vocabulary related to the topic
- Communication Focus
  1. Practicing the dialogue in the text (role play)
  2. Presenting the answer of the questions that has been made in a group

c. Post-Teaching

1. The teacher summarizes the materials given
2. The teacher gives a homework
3. The teacher gives reflection towards the teaching and learning process
4. The teacher gives a preview of the upcoming materials

**J. Roles of the Teacher and Students:**

- a. Teacher’s roles: as a model, participant, observer, and a facilitator
- b. Students’ roles: as a group member, and a partner

**K. Setting:** Individual work, pair work, and team work

**L. Teaching Media:** flashcards and recording

**M. Learning Resources:**

- English for SMK 1, BSE.
- Oxford Dictionary
- [www.bogglesworldesl.com](http://www.bogglesworldesl.com)

**N. Assessment****1. Speaking Performance**

The Student's Name	Assessment Aspects					Score	Mark
	Pronunciation	Fluency	Grammar	Vocabulary	Interactive Communication		

**1. Guideline Assessment: attached**

Max. Score:  $4 \times 5 = 20$

The Student's Mark :

(Pronunciation + fluency + grammar + vocabulary + interactive communication)  $\times 5$

**2. Cooperative Learning Process**

Guideline assessment:

The Student's Name	Positive Interdependence	Individual Accountability	Equal Opportunity for Success	Interpersonal Skill	Group Processing

Yogyakarta, 20<sup>th</sup> February 2012

Acknowledged by:

Teacher,



Wulan Hestningsih, S.S

NITB. 2268

Researcher,



Annisa Nurul Ilmi

NIM. 07202241015

## LESSON PLAN

### **A. Identity of the Lesson**

Subject : English

School : SMKN 7 Yogyakarta

Grade/Semester : X/2

### **B. Standard of Competency**

Communicating in English at a novice level

### **C. Basic Competency**

1.6. Comprehending simple memos, menus, schedules, and road signs

### **D. Indicators**

1. Identifying the generic structure of memo
2. Comprehending the content of a memo
3. Answering the questions related to the input text
4. Identifying the difficult words in the text
5. Practicing to pronounce difficult words
6. Identifying the format of writing dates in American and British style
7. Identifying the expressions of capability in the text
8. Identifying the formula of the expressions of capability
9. Completing the missing dialogue with the expression of capability
10. Using the expressions of capability in short dialogue
11. Making a simple memo

### **E. Instructional Objectives**

At the end of the lesson, the students are expected to be able to:

1. Identifying the generic structure of memo
2. Comprehending the content of memo
3. Answering the questions related to the input text
4. Identifying the difficult words in the text
5. Practicing to pronounce difficult words
6. Identifying the format of writing dates in American and British style
7. Identifying the expressions of capability in the text

8. Identifying the formula of the expressions of capability
9. Completing the missing dialogue with the expressions of capability
10. Using the expressions of capability in a short dialogue
11. Making a simple memo

#### **F. Instructional Materials**

1. Topic: Memo
2. Input text: Memo
3. Key Vocabulary: subject, submit, management
4. Key Structures:
  - Can + subject + verb 1
  - Subject + can/can't + verb 1
  - Subject+ to be able to+ verb 1
5. Key Pronunciation: /sʌbdɪkt/, /səbmɪt/, /mænɪdʒmənt/

#### **G. Time Allocation:** 4 x 45 minutes

**H. Teaching Method:** Based on the Contextual-Communicative Model of EFL Teaching-Learning

#### **I. Teaching Learning Activities**

##### **a. Pre-Teaching**

1. The teacher greets the students
2. The teacher responds to the students' greeting
3. The teacher asks the students' condition
4. The teacher brushes up at glance the last materials
5. The teacher asks whether there are any questions about the last materials
6. The teacher explains the goal of teaching
7. The teacher gives the outline of the materials

##### **b. Whilst-Teaching**

- Comprehension Focus
  1. Comprehending a memo text
  2. Answering the questions related to the input text
  3. Completing the missing words from a memo
- Language Focus

1. Identifying the expressions of asking capability in the dialogue
2. Identifying the formula of asking capability
3. Doing some pronunciation practices
4. Finding the meaning of difficult vocabulary related to the topic

▪ Communication Focus

1. Practicing the dialogue in the text (role play)
2. Interviewing some friends about their capabilities by using inside-outside circle method

c. Post-Teaching

1. The teacher summarizes the materials given
2. The teacher gives a homework
3. The teacher gives reflection towards the teaching and learning process
4. The teacher gives a preview of the upcoming materials

**J. Roles of the Teacher and Students:**

- a. Teacher's roles: as a model, participant, observer, and a facilitator
- b. Students' roles: as a group member and a partner

**K. Setting:** Individual work, pair work, and team work

**L. Teaching Media:** flashcards and recording

**M. Learning Resources:**

- English for SMK 1, BSE.
- Oxford Dictionary
- [www.bogglesworldesl.com](http://www.bogglesworldesl.com)

**N. Assessment**

1. Speaking Performance

The Student's Name	Assessment Aspects					Score	Mark
	Pronunciation	Fluency	Grammar	Vocabulary	Interactive Communication		

## 1. Guideline Assessment: attached

Max Score:  $4 \times 5 = 20$

The Student's Mark :

(Pronunciation+ fluency +grammar + vocabulary+ interactive communication) x 5

## 2. Cooperative Learning Process

Guideline assessment

The Student's Name	Positive Interdependence	Individual Accountability	Equal Opportunity for Success	Interpersonal Skill	Group Processing

Yogyakarta, 20<sup>th</sup> February 2012

Acknowledged by:

Teacher,



Wulan Hestningsih, S.S

NITB. 2268

Researcher,



Annisa Nurul Ilmi

NIM. 07202241015

# **APPENDIX E: TASKS**



## TASKS

### CYCLE 1

Could you please tell me...?

Meeting 1

#### Task 1

Look at the picture and discuss these questions with your friends



1. How many traffic signs do you see in the picture?
2. Do you know the meanings of those signs?
3. Could you mention other traffic signs that you are familiar with?

#### Task 2

Your teacher will play a recording of the names of signs or symbols in public places. Listen to the recording and repeat the pronunciation correctly.

- a. Landing / lændɪŋ/
- b. Handicapped /hændɪkæpt /
- c. Roundabout /'raʊnd baʊt/
- d. No horn /nɒ hɔːn/
- e. Take off / teɪk ɒf/
- f. No crossing /nɒ krɒsɪŋ /
- g. Up stairway / ʌp steɪweɪ/
- h. Down stairway /daʊn steɪweɪ/
- i. Don't touch /dɒn't tʃʌt /
- j. Slippery road / slɪp rɪ roʊd /
- k. Ladies and gents toilet / leɪdis ænd dʒents tɔɪlɪt/
- l. Currency exchange / kʌrnsi ɪks tʃeɪndʒ /

**Task 3**

In pairs, find the labels of the signs or symbols in task 2. After that, match the pictures of these signs with their appropriate meanings.

1



2



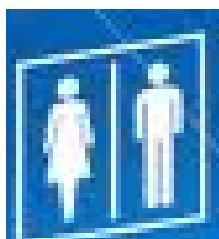
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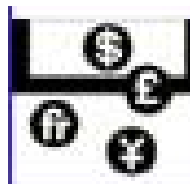
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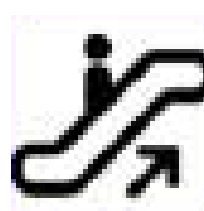
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7



8



9



10



11



12

**Task 4**

**Study the conversation below and answer the questions.**

Tina will take a driving test tomorrow. She is studying the traffic signs with her friend before having the real test.

Tina : “Wow! Are they all signs I have to know before having the real test, Ded?”

Dedi : “Of course. If you want to be a good driver, you should know the meaning of traffic signs so that you will never break the rule on the road.”

- Tina : “I see. This sign looks like a circle. Could you please tell me its meaning?”
- Dedi : “It’s roundabout. It’s a place where three or more roads join. There, traffic must go around a circular area in the middle rather than straight across.”
- Tina : “Do you know this sign, Ded? “
- Dedi : “Sure. It means that the road is slippery. So, you should slow down your car.”
- Tina : “Thank you for all the information, Ded. “
- Dedi : “You’re welcome. Keep learning, Tina. I hope you pass the test.”
- Tina : “I’ll do my best.”

### **Questions**

1. What are they talking about?
2. Who will take a driving test?
3. How many signs does Tina learn from her friend? What are they?
4. Mention the meaning of each sign.
5. Could you find the expressions of asking for and giving information in the conversation? Mention all expressions you find.

### **Task 5**

Practice the conversation with your friend. Here are some difficult words that may help you understand the text. Try to perform the dialog in front of the class.

1. traffic signs / træfik saɪn / (n) : rambu lalu lintas
2. driving test / draivi test / (n): tes mengemudi
3. break / breik / (vt) : melanggar
4. rule / ru:l / (n): aturan
5. roundabout / raʊnd ba:t / (n): bundaran
6. circular area/ sɜ:kjəl re:ri (n) /: daerah bundaran
7. straight / streit/ (adj) : lurus
8. slippery/ slip ri (adj) :licin
9. pass /pɑ:s / (vt):melalui, lolos
10. slow down/sləʊ da:n/ (vi,vt): pelan-pelan

Meeting 2

**Task 6**

Study the following explanation. Read the dialogue in Task 4 once again. In the dialogue you find expressions with different functions. Here are the expressions presented in a table.

Expression	Function
Could you please tell me the meaning of this sign?	Asking for information
Do you know this sign, Ded?	
It's roundabout, a place where three or more roads join and traffic must go around a circular area in the middle rather than straight across	Giving information
It means that the road is slippery. So, you should slow down your car	

Here are some other expressions you may use.

Asking for information	Giving information
-I'd like to know... -I wonder if you could tell me... -I wonder if someone could tell me... -Could anyone tell me...?	Sure/ of course/yes. Just go ahead and turn right. If I'm not mistaken, she will come tomorrow.

**Grammar Corner:**

- Making notice : Do not + Verb 1  
e.g. Do not park!  
Do not touch!  
No + Verb -ing  
e.g. No parking!  
No touching!

**Task 7**

Two stray two stay method: Finding the meaning of public signs.

Steps of the activity.

1. Work in a group of four.
2. Every group consists of two people who act as hosts and give the information while two other people are guests who ask for the information.
3. The teacher will distribute 18 pictures.
4. Each group will get two pictures containing public signs.
5. Do not show your pictures before other teams ask for the information about the pictures you have.
6. Discuss the meaning of the signs you get with your group.
7. Then, you have to find the meaning of other signs by asking to another group until you collect 18 signs.
8. One example is done for you.

A: Excuse me, could you tell me the meaning of the sign you have?

B: Sure, it means that all vehicles are prohibited to take this way.



1



2



3



4



5



6



7



8



9



10



11



12



13



14



15



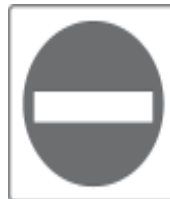
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17



18



## At the Airport

### Meeting 3

#### Task 1

Discuss these questions with your friends.



1. Have you been at the airport?
2. What kinds of information do you always see at the airport?
3. Think about some vocabularies that may appear at the airport?

#### Task 2

Practice to pronounce the following vocabularies correctly. Then, find their meanings.

departure /di p .t r / (n)	currency exchange / k r ntsi
arrival / raiv l/ (n)	iks t ein d / (n)
delay /di lei/ (n)(v)	information board /inf mei n
trip /trip/ (n)	b d/ (n)
ticket counter / tikit ka nt r/ (n)	baggage / bægid / (n)
transit / trænzit/ (n)	vacation /ve□□kei n/ (n)
	lounge /la nd / (n)
	destination /desti nei n/ (n)

Task 3

**In a group, discuss the following flight schedule. The words in task 2 may help you understand it. Then, answer the questions.**

DEPARTURE FROM MATARAM (AMI) TO SURABAYA (SUB) JAKARTA (CGK) & JOGJAKARTA (JOG)						
FLIGHT NO	DESTINATION	ETD	ETA	DAY OF SERVICE	AIRCRAFT	VIA
JT 651	JAKARTA	06:25	07:35	DAILY	B-732	DIRECT
GA 423	JAKARTA	06:20	07:30	DAILY		DIRECT
MZ 830	SURABAYA	12:20	12.20	DAILY		DIRECT
GA 420	JAKARTA	15:10	17.20	DAILY		JOGJAKARTA
GA 421	JOGJAKARTA	15:10	15:35	DAILY		DIRECT
DEPARTURE FROM SURABAYA (SUB) JAKARTA (CGK) & JOGJAKARTA (JOG) TO MATARAM (AMI)						
FLIGHT NO	FROM	ETD	ETA	DAY OF SERVICE	AIRCRAFT	VIA
MZ 831	SURABAYA	09:40	11:40	DAILY	B-734	DIRECT
JT 640	SURABAYA	10:40	12:30	DAILY		DIRECT
GA 420	JAKARTA	10:25	14:30	DAILY		JOGJAKARTA
GA 042	SURABAYA	11:50	13:40	DAILY		DIRECT
GA 420	JOGJAKARTA	12:10	14:30	DAILY		DIRECT

**DESCRIPTION:**

**\*\*ETA = ESTIMATED TIME OF ARRIVAL**

**\*\*ETD = ESTIMATED TIME OF DEPARTURE**

**Situation:** Suppose you live in Jakarta and want to spend your vacation in Lombok.

1. How many the alternative flights can you take?
2. If you take flight GA 420, what time does the plane take off?
3. Does the plane go directly to Lombok? If no, where will you transit?
4. What time does the plane depart from Jogjakarta?
5. When will you arrive at the destination?



Situation: Suppose you have spent your vacation in Lombok and wanted to go back to Jakarta.

6. Mention the alternative flights can you take?
7. If you take GA 423, what time will you depart from Lombok?
8. Will the plane transit somewhere on the way?
9. How long is your trip to Jakarta?
10. What time will you arrive in Jakarta?

#### Meeting 4 and 5

#### Task 4

**Study the following explanation.**

#### Falling and Raising Intonation

Falling intonation is used when a question begins with WH questions such as what, which, who, whom, why, where, when, and how. Thus, a question with falling intonation needs an answer in the form of statements, words, or phrases.

The example of questions with falling intonation:

-Where will you go?

-How did Tina go to mataram?

The opposite of falling intonation is raising intonation. It is used when the speaker expresses yes no questions. Yes no questions usually use modal auxiliary at the beginning of the questions such as could, may, do, does, have and so forth.

The example of questions with raising intonation:

-Could you please help me?

-Have you been in London before?

#### Task 5

**Study the conversation between a reservation clerk and a customer. Then, identify the questions with falling and raising intonation.**

- |                    |  |
|--------------------|--|
| Reservations clerk | : “Monjali Airways, good morning. May I help you?”               |
| Marry              | : “I need a ticket from Jogjakarta to Lombok on Monday.”         |
| Reservations clerk | : “One moment, please... Yes. There’s a flight at 14:30.”        |
| Marry              | : “That’s fine. Could you tell me how much the ticket is?”       |
| Reservations clerk | : “What class, Mam? Economy, business or first class ticket?”    |
| Marry              | : “Economy, please.”   |
| Reservations clerk | : “That would be Rp 750.000,00. Could I have your name, please?” |

Marry :” M-A-R-R-Y J-O-N-E-S.”

Reservations clerk : “Oke, this is the ticket. Your plane will depart at at 14.30 and you will arrive in Lombok 1 hour later. Your flight number is B-734.”

Marry : “Thank you so much.”

#### Task 6

**Make a simple dialogue by using the flight schedule above. After that, perform it in front of the class. You may consider the following information to help you.**

- Your destination
- The time you will go
- Are you going to travel alone or with someone else?
- The flight cost etc

## CYCLE 2

### At the Restaurant

#### Meeting 1



#### **TASK 1**

Look at the pictures above and answer these questions.

1. Do you often eat in restaurants?
2. Do you go there with your friends or your family?
3. What can you find in a restaurant?
4. What meal and drink do you like most?
5. What was the most expensive meal or drink that you paid?

#### **TASK 2**

Study the vocabulary below and find their meanings.

1. order / .d r / (vt)	6. beverage / bev rid / (n)
2. prefer /pri f r / (vt)	7. dessert /di z t/ (n)
3. appetizer / æpitaiz r / (n)	8. salty / s lti/ (adj)
4. main course / mein k s/ (n)	9. bill /bil/ (n)
5. side order /sa d .d r / (n)	10. flavor / fleiv r / (n)

**Task 3****Listen to the recording and complete the dialogue.**

Waitress : "Welcome to the English Restaurant! Here's your menu. Would you like to 1)..... now?"

Angel : "I (2).... ..... the corn soup and caesar salad for the(3) ..... I would also like the steak. For (4)....., I would like the (5) ..... I would also like some water, please."

Waitress : "Here you are. Enjoy your meal."

**TASK 4****Learn this dialogue and act it out with your friend**

Waiter : "What would you like to order?"

Nina : "I'd like to have the omelette."

Waiter : "Which one do you want? cheese or chicken?"

Nina : "I prefer cheese to chicken."

Waiter : "All right and what would you like to drink, Miss?"

Nina : "I like orange juice better than tea."

Waiter : "A cheese omelette and an orange juice. Your order will be ready in a few minutes."

**FLOWER RESTAURANT****Menu**

Pancake  
 French toast  
 Fried rice  
 Scrambled egg  
 Omelette (cheese or chicken)  
 Tea (cup or pot)

Meeting 2 and 3

**TASK 5**

You will have an activity namely numbered heads together. Before doing the activity, learn the instructions below.

- Work in a group of five.
- In a team, answer all questions provided.
- Decide which number that should be answered by your friend in a team.
- At the end of meeting, the teacher will call certain students to answer certain numbers. For example the teacher says, "Agent 1, please answer number 1." It means that the student having a duty to answer number 1 is called agent 1 and he or she should explain his/her answer as a representative of his/her group.

## PARADISE RESTAURANT

**Soups:** Cup/Bowl

Chicken noodle Rp18.000/27.000

Clam Chowder Rp18.000/27.000

French Onion Rp27.000/41.000

**Salads:**

Mixed Greens Rp13.500

Pasta Salad Rp25.000

Chef Salad Rp38.000

**Sandwiches** (*served with Cole Slaw*)

Tuna Salad Rp38.000

Roast Beef Rp42.500

Grilled Chicken Breast Rp62.500

**Burgers** (*served with French Fries*)

Hamburger Rp49.500

Cheeseburger Rp54.000

Turkey Burger Rp51.500

**Beverages** Medium/Large

Coffee or Tea Rp4.000/9.000

Soda Rp7.000/10.000

Ice Tea Rp9.000/13.500

Milk Rp7.000/10.000

**Desserts**

Ice Cream Rp13.500

(Chocolate, Vanilla, or  
Strawberry)

Clam Chowder Rp20.000

French Onion Rp33.500

**Questions**

1. What is the name of the restaurant?
2. A man has ordered a cup of chicken noodle soup, roast beef, a medium of soda, chocolate cake. How much will he pay later?
3. Mention the available flavors of the ice cream there?
4. What food may someone have for the last time?
5. Is the french fries sold separately?
6. Is the clam chowder soup as expensive as the french onion soup?
7. Is the coffee more expensive than milk?
8. Which one is more expensive, tuna salad or roast beef?
9. What is the most expensive beverage?
10. What burger is the cheapest?

**Task 6**

Study the following explanation.

**Degree of comparison**

- ☐ The Roast Beef is more expensive than Tuna Salad.
- ☐ The Tuna Salad is cheaper than the Roast Beef.
- ☐ The iced tea is the most expensive among all beverages.

It can be learned from the examples above that there are three degrees of comparison, i.e. positive, comparative and superlative degree. The followings are some common rules in forming the comparative and superlative degree of comparison.

1. For one syllable words,
  - a) add *-er* for the comparative degree and add *-est* for the superlative.  
e.g.: tall taller tallest  
sweet sweeter sweetest
  - b) Adjectives ending in *-e*, just add *-r* and *-st*.  
e.g.: large larger largest

late later latest

c) If the adjectives end in a vowel and a consonant, double the consonant before adding *-er* and *-est*.

e.g.: fat fatter fattest

thin thinner thinnest

2. For two syllables words,

a) If the adjectives end in *-y*, add *-er* for the comparative degree and add *-est* for the superlative.

e.g.: busy busier busiest

ugly uglier ugliest

b) For most adjectives and adverbs, precede *more* for the comparative degree and *most* for the superlative. e.g.: famous, more famous, most famous

3. For the adverbs end in *-ly* either of two or more syllable, precede *more* for the comparative degree and *most* for the superlative.

e.g.: slowly, more slowly, most slowly

carefully, more carefully, most carefully

4. There are some irregular forms of comparative and superlative degree.

Positive	Comparative	Superlative	Explanation
bad	worse	(the) worst	Adj
far	farther	(the) farthest	Adj. used for distance
far	further	(the) furthest	Adj. used for time, distance and abstract things
good	better	(the) best	Adj
well	better	(the) best	Adv.
little	less	(the) least	Adj
many	more	(the) most	Adj. used for countable nouns
much	more	(the) most	Adj. used for uncountable nouns

### Preferences

1. Subject+ prefer+ to infinitive

e.g. Ani prefers to sleep now.

2. Subject+ prefer+ noun+ to + noun

e.g. They prefer Bakso to Soto.

3. Subject+ prefer+ gerund + to+ gerund

e.g Tiara prefers singing to dancing.

4. Subject+ would rather+ infinitive+ than+ infinitive

e.g. She would rather study than work.

5. Subject+ would prefer to+ infinitive+ rather than+ infinitive

e.g. Dara and Tiata would prefer to stay at home rather than go to Mall.

6. Subject+ like+ gerund+ better than+ gerund

e.g. My mother likes listening to the radio better than watching movie.

Meeting 4

**TASK7**

With your partner, complete these dialogues using the expressions you have learned and practice speaking them out.

1. Jehan : “Do you want to go to the KD concert tonight?”

Lus :” Not really. I’d rather.....than .....

2. Hasan : “Would you like to go out with me?”

Shifa : “Thanks, but I’d prefer .....

Hasan : “That’s alright, perhaps another day.”

3. Father : “What would you rather do today, .....or .....?”

Son : “Neither. I prefer .....

4. Hasan : “Do you like .....better than .....?”

Shifa : “No. I like ..... better than .....because .....

5. Shifa : “Would you prefer ..... or.....”





Jehan : “I prefer ..... because it’s more fun.”


**Task 8**

In pairs, make a short conversation based on the cue card. Do it spontaneously by using preferences expressions. One is done for you.

A: What do you prefer, playing badminton or football?

B: I prefer playing badminton to football.

<p>1</p> 		<p>2</p> 	
--	---	---	---

<p>3</p> 	<p>4</p> 		
<p>5</p> 		<p>6</p> 	
<p>7</p> 		<p>8</p> 	
<p>9</p> 		<p>10</p> 	



11			12		
13			14		

## Meeting 5

**Memo****TASK 1**

Look at the picture and discuss the questions below.

1. Have you seen a memo?
2. Have you made it?
3. Where can you find a memo mostly?
4. Who makes a memo?
5. Could you mention the information that should be in a memo?

**TASK 2**

Study the memo below and find the meaning of difficult words.

<b>MEMO</b>	
TO:	Department Managers
FROM:	Mr. Charles Chavez
DATE:	February 8, 2008
SUBJECT:	Monthly Managerial Meeting
Our monthly managerial meeting is scheduled for February 27, 2009, in the management meeting room at 09:00 a.m. Please bring your monthly report with you and submit it to my secretary 30 minutes prior to the meeting.	

1. subject / s b.d ekt/ (n):
2. monthly / m n t l li/ (adv):
3. managerial / mæn. d i. l/ (adj):
4. schedule / ed.ju l/ (n):
5. management / mæn. d .mænt/ :
6. report /r p t/ (n) (v):
7. submit/ s b m t/ :
8. prior/pra r/ (adj):

### **TASK 3**

After you read the memo in task 2, answer the following questions.

1. Who wrote the memo?
2. Who are the recipients?
3. When was the memo sent?
4. Why did Mr. Chavez write the memo?
5. What action should be taken by department managers?

### **TASK 4**

Study the following explanation.

<b>Format</b>	<b>British: Day-Month-Year</b>	<b>American: Month-Day-Year</b>
A:Formal	The Fourteenth of March, 2011	March the Fourteenth, 2011
B: Formal	14th March 2011	March 14th, 2011
C:Formal	14 March 2011	March 14, 2011
D: Informal	14/3/2011	3/14/2011
E:Informal	14/3/11	3/14/11
F:Informal	14/03/11	03/14/11

Note: The format used is according to formality, politeness, and personal choice.

### **Memorandum**

Memorandum (also more commonly *memo*) is a brief written record of communication, used in office, whether business, government, education institution or legal office The usual structure for a memo includes some or all of the following:

**TO :** the person or group receiving the memo (recipient).

**FROM :** the person writing the memo (sender.

**C.C. :** (Carbon Copy) the person or group who should be informed about the memo

**DATE :** usually a formal manner of writing the date (month/day/year).

For example: February 22nd, 2009

**SUBJECT :** a short specific topic discussed in the memo.

(instead of **SUBJECT:**, it's also acceptable to use **RE:** which means regarding or reference)

### **TASK 5**

forecast

urgent

annual

holiday

out

unimportant

Fill in the blanks with appropriate words provided.

#### **MEMO**

TO : Sales Staffs

FROM : Mr. Roger Bloom

DATE : December 1, 2008

SUBJECT : Annual Meeting

I'm writing to remind you that our 1)..... meeting will be on Tuesday, December 8. I want everyone to be ready with ideas, strategies, and sales 2)..... for next year. I will be 3)..... of town attending a conference on the new product of LCD projectors in Osaka, on Wednesday and Thursday of this week. Remember that next Monday is a 4 )..... Therefore, if you have something 5)..... to discuss, please see me on Friday, December 5.

### **TASK 6**

Make a simple memo by using this outline.

Memo	
To:	
From:	
Date:	
Subject:	
Introduction	
Body	
Closing	

**Task 7**

Study the following explanation.

Grammar corner: study the following explanation.

Asking capability: Can + subject + verb 1

e.g. can you speak English well?

To be + subject+ able to + verb 1

e.g. Are you able to write an Essay?

Expressing capability: subject + Can/can't + verb 1 (present)

e.g. She can draw a beautiful picture.

Subject+ could/couldn't+ verb 1+ clause

e.g. I could ride motorbike when I was 18 years old.

Subject+ to be able to + verb 1

e.g. She is able to operate a computer.

**Task 8**

With your partner, complete these dialogues using the expressions used for expressing capabilities. Then, practice speaking them out.

a. Caller : "I'd like to speak to Mr. Abdullah Basalamah room 424, please."

Operator : "Would you repeat that, please? 1).....I/not hear) you at all."

Caller : "Mr. Abdullah Basalamah"

Operator : "I'm sorry, it's a bad line 2) ..... (you/ speak) more clearly, please?"

b. Astri : "3)..... (you/prepare) your own breakfast before you studied in Hotel and Restaurant Program?"

Basri : "No, 3)..... (I/not). But now, 4)..... (I/make) some European food for you if you want me to. I hope 5).....(I/be) an international chef in the future."

c. Nopi : "6).....(you/ride) motorbike?"

Fitri : "No, 7) .....(I/not). I broke my leg. The last time I 8).....(ride/motorbike) when I was 17 years old. "

Nopi : "I'm sorry to hear that. I hope your leg will be better soon."

Fitri : "Thank you."

**Task 9**

You will have an activity called inside-outside circle. Before doing that activity, learn the instruction below.

1. Divide yourself into 2 groups comprising 18 students.
2. Every group makes 2 circles namely small (inside) and big circle (outside).
3. All students in both circles face each other so that the students have partner to speak with.
4. By taking turn, the students in big circle (outside circle) ask their friends about their capability. After several minutes, the teacher will blow the whistle which means that the students inside the circle should ask their friends about their capability.
5. After collecting all information about their friends' capability, the students should report it in front of the class.

**APPENDIX F:**  
**ANALYTIC SCALE FOR**  
**ASSESSING SPEAKING**

### Analytic Scale for Assessing Speaking

Aspects	Score	indicator
Pronunciation	1. Poor	Frequent pronunciation errors with a heavy non-native accent. Many phonemic errors that make understanding difficult.
	2. Fair	Identifiable deviations in pronunciation with some phonemic errors. Non-native accent requires careful listening, and mispronunciations lead to occasional misunderstanding.
	3. Good	Some identifiable deviations in pronunciation, but with no phonemic errors. Non-native accent evident with occasional mispronunciations that do not interfere with understanding.
	4. Excellent	No consistent or conspicuous mispronunciation; approaches native-like pronunciation with good intonation and juncture.
Fluency	1. Poor	Speech is very slow and exceedingly halting, strained, and stumbling except for short or memorized expressions. Difficult for a listener to perceive continuity in utterances and speaker may not be able to continue.
	2. Fair	Speech is slow and often hesitant and jerky. Sentences may be left uncompleted, but speaker is able to continue, however haltingly.
	3. Good	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.
	4. Excellent	Speech is effortless and smooth with speed that approaches that of a native speaker.
Grammar	1. Poor	Any accuracy is limited to set or memorized expressions;



		limited control of even basic syntactic patterns. Frequent errors impede comprehension.
	2. Fair	Fair control of most basic syntactic patterns. Speaker always conveys meaning in simple sentences. Some important grammatical patterns are uncontrolled and errors may occasionally impede comprehension.
	3. Good	Good command of grammatical structures but with imperfect control of some patterns. Less evidence of complex patterns and idioms. Limited number of errors that are not serious and do not impede comprehension.
	4. Excellent	Very strong command of grammatical structure and some evidence of difficult, complex patterns and idioms. Makes infrequent errors that do not impede comprehension.
Vocabulary	1. Poor	Limited range of vocabulary. Lack of repertoire and frequent errors in word choice often impede comprehension. Speaker shows no attempt at circumlocution when lacking a particular word.
	2. Fair	Adequate range of vocabulary with no evidence of sophistication. Some distinctly non-native expressions or errors in word choice may impede comprehension. No evidence of idiomatic expressions. Speaker has difficulty with circumlocution when lacking a particular word.
	3. Good	Good range of vocabulary with limited evidence of sophistication. Some expressions distinctly non-native but always comprehensible. Limited evidence of idiomatic expressions. Speaker is comfortable with circumlocution when lacking a particular word.
	4. Excellent	Very good range of vocabulary with evidence of sophistication and native-like expression. Strong command of idiomatic expressions. Infrequent use of

		circumlocution because particular words are rarely lacking
Interactive communication	1. Poor	Interaction is ineffective because it is too passive (talks only if required), it lacks coherence or it is monologue only. May show some (verbal or non-verbal) attempts to ask for repetition or paraphrasing, which are frequently unsuccessful
	2. Fair	Communicates adequately in most everyday contexts, but could be rather passive with responding and commenting. Asks for clarification (repetition, paraphrasing) verbally or non-verbally, although occasionally it may be unsuccessful. Not effective enough to contribute to develop the interaction.
	3. Good	Communicates effectively by appropriately participating in turn-taking. Responds, comments (e.g. agree/disagree), asks questions, negotiates meanings verbally and non-verbally and develops the interaction in some but not all the occasions.
	4. Excellent	Almost wholly effective at communicating both actively and receptively in everyday contexts. Fully sensitive to turn-taking system. Contributes to collaborative topic development and maintenance by asking others to express/expand their opinions and by negotiating meanings both verbally and non-verbally (e.g. ask for clarification, indicate understanding, establish common ground, correct others' utterance and respond to requests for clarification).

Adapted from:

- Nakatsuhara, F. 2007. *Developing a Rating Scale to Assess English Speaking Skills of Japanese*. Journal of Language & Linguistics 9 (2007) 83-103
- O'Sullivan, B., Weir, C. J., and Saville N. 2002. *Using Observation Checklists to Validate Speaking-Test Tasks*. Language Testing, 19(1): 33-56.

**APPENDIX G:**  
**THE OBSERVATION**  
**CHECKLIST**

# OBSERVATION CHECKLIST OF THE TEACHING AND LEARNING PROCESS

Filled by the collaborators

No.	Observation Items	Meetings							
		1	2	3	4	5	6	7	8
1	<b>Pre-Teaching</b> <ul style="list-style-type: none"> <li>• The teacher greets the students</li> <li>• The teacher responds to the students' greeting</li> <li>• The teacher asks the students' condition</li> <li>• The teacher brushes up at glance the last materials</li> <li>• The teacher asks whether there are any questions about the last materials</li> <li>• The teacher explains the goal of teaching</li> <li>• The teacher gives the outline the materials</li> </ul>								
2	<b>Whilst Teaching</b> <ul style="list-style-type: none"> <li>• The students are ready to learn</li> <li>• The students read a text</li> <li>• The students identify the language functions, texts and vocabulary</li> </ul>								

	<ul style="list-style-type: none"> <li>•The teacher gives the explanation</li> <li>•The teacher gives a chance to the students to ask questions or give opinions</li> <li>•The teacher checks the students' understanding</li> <li>•The teacher divides the students into some groups</li> <li>•The teacher explains the task given</li> <li>•The students discuss the task given with their friends</li> <li>•The students try to speak English at the class</li> <li>•The students use dictionaries during the class</li> <li>•The students become a volunteer at the class</li> </ul>								
3	Post-Teaching <ul style="list-style-type: none"> <li>•The teacher summarizes the materials given</li> <li>•The teacher gives a homework</li> <li>•The teacher gives reflection towards the teaching and learning</li> </ul>								

	process <ul style="list-style-type: none"> <li>•The teacher gives a preview of the upcoming materials</li> <li>•The teacher gives a reward</li> </ul>								
4	Class situation <ul style="list-style-type: none"> <li>•The students enthusiasm/ motivation at the class</li> <li>•The students' involvement at the class</li> <li>•Time allocation used by the teacher</li> <li>•Media</li> <li>•The teacher's instructions</li> <li>•The students' response toward the techniques and activities used by the teacher</li> <li>•The students' understanding about the materials</li> </ul>								

# **APPENDIX H:**

# **QUESTIONNAIRE**



### KUESIONER SETELAH PEMBELAJARAN

**Petunjuk: Jawablah pertanyaan di bawah ini dengan melingkari salah satu jawaban. Jawablah dengan jujur. Anda tidak perlu menuliskan nama Anda di atas kertas.**

1. Seberapa jauh PEMAHAMAN Anda terhadap materi pembelajaran yang selama ini diajarkan di kelas oleh Ms. Nisa?  
a. 90%              b. 75%              c. 50%              d. < 50%
2. Bagaimana KEMAMPUAN SPEAKING (berbicara) Anda sekarang setelah pembelajaran dengan Ms. Nisa?  
a. meningkat banyak  
b. meningkat tapi hanya sedikit  
c. tidak meningkat sama sekali
3. Apakah KEAKTIFAN Anda di kelas meningkat selama pembelajaran dengan Ms. Nisa?  
a. meningkat banyak  
b. meningkat tapi hanya sedikit  
c. tidak meningkat sama sekali
4. Apakah RASA PERCAYA DIRI Anda untuk berbicara bahasa Inggris meningkat setelah pembelajaran dengan Ms. Nisa?  
a. meningkat banyak  
b. meningkat tapi hanya sedikit  
c. tidak meningkat sama sekali
5. Menurut Anda sejauh apakah Ms. Nisa MENDORONG Anda untuk LATIHAN BERBICARA?  
a. Ms. Nisa memberikan banyak latihan untuk speaking  
b. Ms. Nisa lumayan banyak memberikan latihan speaking  
c. Ms. Nisa kurang mendorong siswa untuk latihan speaking

6. Apakah pembelajaran dengan KERJA KELOMPOK selama ini membantu Anda dalam MEMAHAMI materi pembelajaran dan mengerjakan tugas?

- a. iya, sangat membantu
- b. iya, lumayan membantu
- c. tidak membantu sama sekali

7. Apakah dengan KERJA KELOMPOK selama ini membantu Anda dalam BERLATIH SPEAKING?

- a. iya, sangat membantu
- b. iya, lumayan membantu
- c. tidak membantu sama sekali

8. Kegiatan apa saja yang Anda SUKAI saat pembelajaran di kelas? (**anda boleh melingkari lebih dari satu**)

- a. kegiatan saat siswa mendapatkan kartu berisi macam2 public signs (simbol-simbol di tempat umum). Siswa menanyakan kelompok lain mengenai gambar yang dimiliki. Siswa menggunakan ekspresi asking for and giving information (menanyakan dan memberi informasi).
- b. siswa dibagi beberapa kelompok untuk mengerjakan soal yang sama dengan kelompok lain. setiap siswa dalam kelompok mendapatkan jatah untuk menjawab satu nomor. Guru memanggil siswa dengan AGEN 1, 2 dst untuk menjawab nomor soal tertentu.
- c. siswa bekerja dengan teman untuk membuat dialog dan latihan membawakan dialog tersebut
- d. siswa bermain peran seperti simulasi dialog di restaurant
- e. siswa mengikuti kegiatan menanyakan kemampuan siswa lain (aktivitas kemarin saat membuat lingkaran besar dan kecil)
- f. tuliskan jika ada yang  
lain.....

9. Tuliskan saran/ kritik Anda untuk Ms. Nisa terkait pembelajaran selama ini.

**Terima kasih**

# **APPENDIX I: PHOTOGRAPHS**

## PHOTOGRAPHS



Picture 1: **The collaborator observed the teaching and learning process**



Picture2: **The teacher gave more explanation to the group**



**Picture 3: The teacher invited the students to be a volunteer**



**Picture 4: The students did inside outside circle activity**



**Picture 5: The students did role play**



**Picture 6: Giving rewards to the students**

# **APPENDIX J:**

# **LETTERS**





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

UNIVERSITAS NEGERI YOGYAKARTA

**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01  
10 Jan 2011

Nomor : 295/UN.34.12/PP/III/2012  
Lampiran : --  
Hal : Permohonan Izin Penelitian

21 Februari 2012

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta

c.q. Kepala Biro Administrasi Pembangunan

Sekretariat Daerah Propinsi DIY

Komplek Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

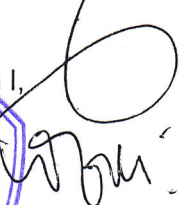
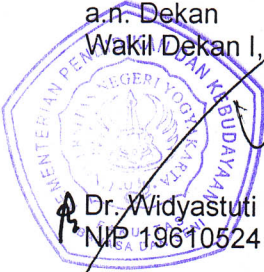
*Improving Speaking Skills through Cooperative Learning of the First Grade Students of Tourism Programs at SMKN 7 Yogyakarta in the Academic Year of 2011/2012*

Mahasiswa dimaksud adalah :

Nama : ANNISA NURUL ILMU  
NIM : 07202241015  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Maret – Mei 2012

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Wakil Dekan I,  
  
  
Dr. Widyastuti Purbani, M.A.  
NIP. 19610524 199001 2 001





# PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

## SURAT KETERANGAN / IJIN

070/1661/V/2/2012

Membaca Surat : Dekan Fak. Bahasa & Seni UNY  
Tanggal : 21 Februari 2012  
Nomor : 295/UN.34.12/PP/II/2012  
Perihal : Permohonan Izin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : ANNISA NURUL ILMI NIP/NIM : 07202241015  
Alamat : Karangmalang, Yogyakarta  
Judul : IMPROVING SPEAKING SKILLS THROUGH COOPERATIVE LEARNING OF THE FIRST GRADE STUDENTS OF TOURISM PROGRAMS AT SMKN 7 YOGYAKARTA IN THE ACADEMIC YEAR OF 2011/2012  
Lokasi : SMKN 7 Yogyakarta Kota/Kab. KOTA YOGYAKARTA  
Waktu : 27 Februari 2012 s/d 27 Mei 2012

### Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

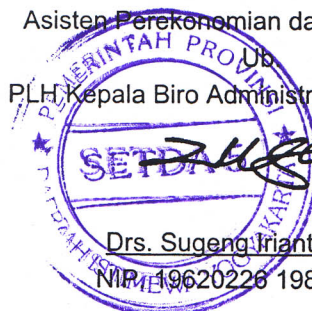
Dikeluarkan di Yogyakarta

Pada tanggal 27 Februari 2012

A.n Sekretaris Daerah

Asisten Perencanaan dan Pembangunan

PLH Kepala Biro Administrasi Pembangunan



Drs. Sugeng Irianto, M.Kes.  
NIP. 19620226 198803 1 008

### Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta cq. Dinas Perizinan
3. Ka. Dinas Pendidikan Pemuda dan Olahraga Prov. DIY
4. Dekan Fak. Bahasa & Seni UNY
5. Yang Bersangkutan



PEMERINTAH KOTA YOGYAKARTA  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH KEJURUAN NEGERI 7 YOGYAKARTA  
BERSERTIFIKAT ISO 9001:2008

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**SURAT KETERANGAN**

Nomor : 070/446

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Kejuruan Negeri 7 dengan ini menerangkan bahwa :

N a m a : Annisa Nurul Ilmi  
NIM : 07202241015  
Institusi : UNY

Telah melaksanakan penelitian pada bulan Maret sampai bulan Mei 2012 di SMK Negeri 7 Yogyakarta dengan mengambil judul penelitian “ IMPROVING SPEAKING SKILLS THROUGH COOPERATIVE LEARNING OF THE FIRST GRADE STUDENTS OF TOURISM PROGRAM AT SMK N 7 YOGYAKARTA IN THE ACADEMIC YEAR OF 2011/2012 “

Demikian surat keterangan ini agar dapat dipergunakan sebagaimana perlunya.

Yogyakarta, 24 Juni 2012

a.n Kepala Sekolah,  
Kepala Tata Usaha,



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